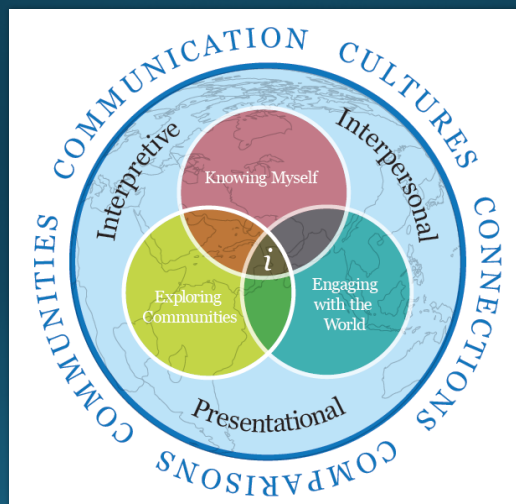


# Literacy in the World Language Classroom



Laura Terrill

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### Laura Terrill

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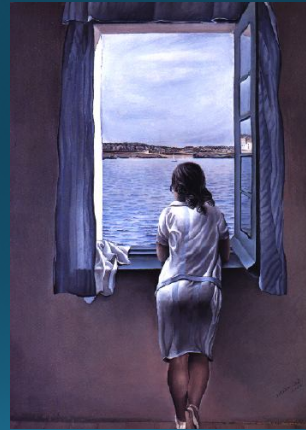
Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design

<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

### Summit for Transformative Learning

Day 1	
Powerpoint Slide Handout	Literacy in the Communicative Modes.pdf <a href="#">Details</a> <a href="#">Download</a> 23 MB
ACTFL IPA Comprehension Guide	ACTFL INTERPRETIVE IPA.docx <a href="#">Details</a> <a href="#">Download</a> 159 KB
ACTFL IPA Interpretive Rubric	Integrated Performance Assessment Inte... <a href="#">Details</a> <a href="#">Download</a> 13 KB
ACTFL Individual and Blended Rubrics	Individual & Blended Rubrics ACTFL IPA ... <a href="#">Details</a> <a href="#">Download</a> 117 KB

## Curriculum as Mirror and Window



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## Backward Design

Identify desired results

What are the goals?



Determine acceptable evidence

How will you and learners know they reached the goals?



Plan learning experiences and instruction

What does it take to get there?

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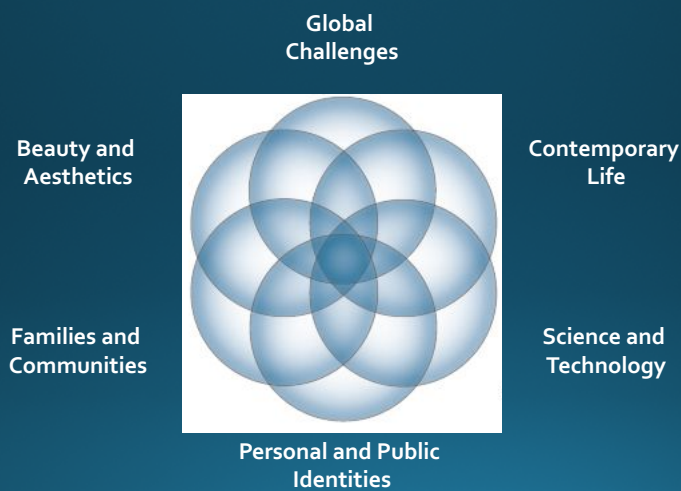
# Mindset for Curriculum Design



- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

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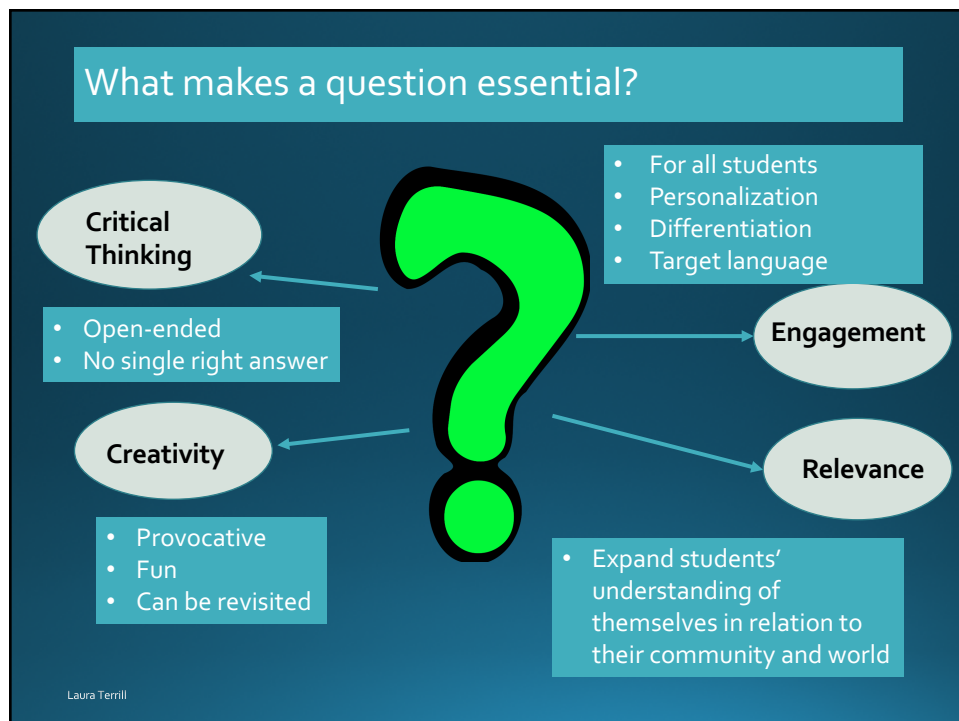
## AP Themes



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Global Challenges	Contemporary Life	Personal and Public Identities
<ul style="list-style-type: none"> <li>• Diversity Issues—tolerance</li> <li>• Economic Issues</li> <li>• Environmental Issues</li> <li>• Health Issues</li> <li>• Human Rights</li> <li>• Nutrition and Food Safety</li> <li>• Peace and War</li> </ul>	<ul style="list-style-type: none"> <li>• Advertising and Marketing</li> <li>• Education</li> <li>• Holidays and Celebrations</li> <li>• Housing and Shelter</li> <li>• Leisure and Sports</li> <li>• Professions</li> <li>• Rites of Passage</li> <li>• Travel</li> </ul>	<ul style="list-style-type: none"> <li>• Alienation and Assimilation</li> <li>• Beliefs and Values</li> <li>• Gender and Sexuality</li> <li>• Language and Identity</li> <li>• Multiculturalism</li> <li>• Nationalism and Patriotism</li> </ul>
Beauty and Aesthetics	Families and Communities	Science and Technology
<ul style="list-style-type: none"> <li>• Architecture</li> <li>• Contributions to World Artistic Heritage</li> <li>• Ideals of Beauty</li> <li>• Literature</li> <li>• Music</li> <li>• Performing Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Age and Class</li> <li>• Childhood and Adolescence</li> <li>• Citizenship</li> <li>• Customs and Ceremonies</li> <li>• Family Structures</li> <li>• Friendship and Love</li> </ul> 	<ul style="list-style-type: none"> <li>• Current Research Topics</li> <li>• Discoveries and Inventions</li> <li>• Ethical Questions</li> <li>• Future Technologies</li> <li>• Intellectual Property</li> <li>• The New Media</li> <li>• Social Impact of Technology</li> </ul>

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## Theme/Topic + Essential Question

<b>Theme/Topic</b>	Contemporary Life: Vacation Time
<b>Essential Question</b>	Why travel? What is an ideal vacation?



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## Using art, literature, film in thematic units

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Remember: AP uses informational text, AP Spanish Literature suggests reading excerpts.

Common Core State Standards  
for English Language Arts and Literacy

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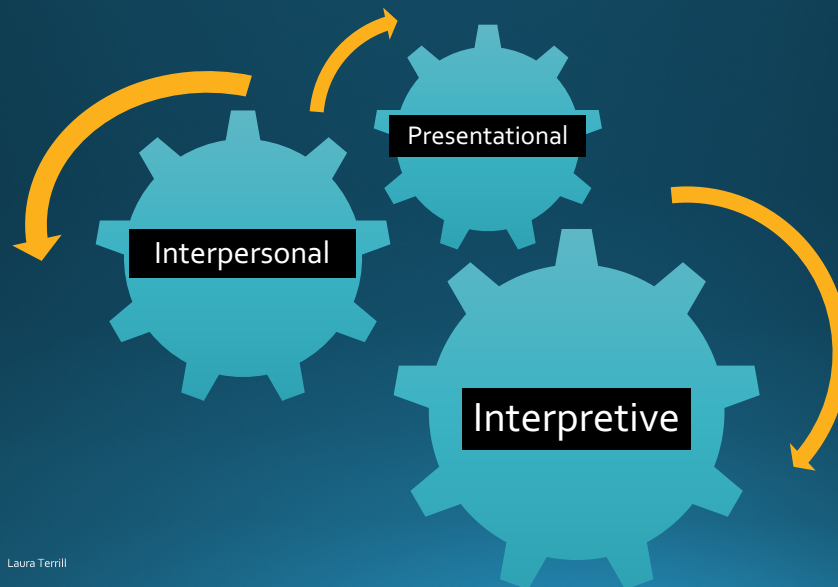
# From Skills to Modes

## NCSSFL-ACTFL Global Can-Do Benchmarks

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
<b>Interpersonal Communication</b>	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
<b>Presentational Speaking</b>	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
<b>Presentational Writing</b>	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.

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## Interdependence of the 3 Modes



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## Advanced Placement Exam Format

Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice				Approx. 95 minutes
Part A	Interpretive Communication: Print Texts	30 questions	50%	Approx. 40 minutes
Part B	Interpretive Communication: Print and Audio Texts (combined)	35 questions		Approx. 55 minutes
	Interpretive Communication: Audio Texts			
Section II: Free Response				Approx. 85 minutes
Interpersonal Writing: E-mail Reply		1 prompt	50%	15 minutes
Presentational Writing: Persuasive Essay		1 prompt		Approx. 55 minutes
Interpersonal Speaking: Conversation		5 prompts		20 seconds for each response
Presentational Speaking: Cultural Comparison		1 prompt		2 minutes to respond

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## Presentational Writing

You will write a persuasive essay to submit to a French writing contest. The essay topic is based on three accompanying sources that present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay. In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

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## Presentational Speaking

You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.

- In your presentation, compare your own community to an area of the French- speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the French-speaking world. You should also organize your presentation clearly.

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## Getting the most out of a text



Read and/or listen



Talk about it



Write about it

- How can you best use this text in the **interpretive** mode?
- What **interpersonal** conversation would students be likely to have on this topic?
- What might students do in the **presentational** mode as a way of making learning more concrete?

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## Contemporary Life: Vacation Time

### Why travel? What is an ideal vacation?



## Ma vie au soleil



Sample Can Do:  
I can talk about things I and others want  
and have to do.



## Ma vie au soleil



Watch sound off, generate a list of possible words and phrases. Read script, circle any words on your list or similar to those on your list, write possible title. View again. Expand list of vocabulary based on video.



Give each student an image from video or related to vacation. Use inner-outer circles. Tell students to ask and answer questions about the images they hold and talk until they find something in common. Rotate.

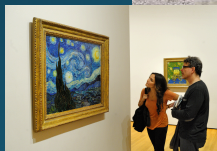
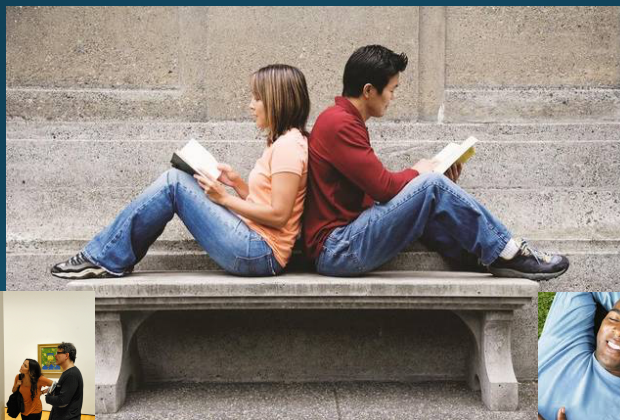


Create a padlet or use post-its to allow students to post sentences showing what they like to do on vacation.

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## Interpretive Mode

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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## Interpretive Communication....

is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

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## VISUAL LITERACY

The ability to interpret and understand visual texts, with "texts" being broadly defined as any print visual item, including artwork, picture books, advertising, web sites, or any other item that can be visually interpreted.

"...being able to read the visual aspects of one's surroundings. Someone who is visually literate is able to recognize the natural and manmade symbols around one and interpret their meanings in the same way as those who live in that environment would interpret them."

---Genelle Morain

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".....and interpret their meanings in the same way as those who live in that environment would interpret them."

Barkpost.com

A graphic featuring a dartboard with a red bullseye. A dart is shown hitting the bullseye. Overlaid on the image is the text "Going FOR 90% Plus!" in large, bold, white and green letters. Below this, in a red banner, is the text "How to Stay in the Target Language". At the bottom left, it says "Laura Terrill" and at the bottom center, "BY DOUGLASS CROUSE".

**Going  
FOR  
90%  
Plus!**

**How to Stay in the  
Target Language**

Laura Terrill

BY DOUGLASS CROUSE





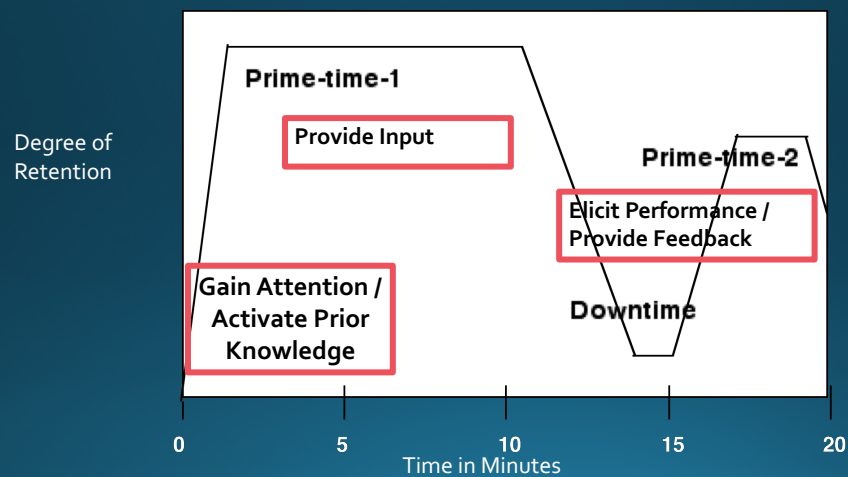
## General Features of Useful Input

Input must be:	
Comprehensible	Learners must understand <b>most</b> of what the speaker is saying for language learning to occur.
Meaning Bearing	Useful input must contain a message the learners <b>want</b> and need <b>to understand</b> . There must be some communicative intent.

Smith and Donato, Startalk 2012

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The length of a **LEARNING EPISODE** varies according to the **AGE** of the learner.



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Adapted from Sousa



## First part of lesson

- Greet at door with hello and handshake
- Hand each student a location card showing a city, have name of city written on back of image – postcards are perfect.
- Let students sit where they want.
- Introduce yourself with PPT slide with pictures – name, where you live and with whom – I live in Indianapolis with my husband and cat.
- Engage students in same conversation, but they live where their picture is, make sure students can locate where they live on world map
- Scaffold activity by having language students will need on slides, model with students, have 2 students model until you are sure the pattern is known
- Train students for inner-outer circle pattern you will use, clipboard in hand (Class Dojo, etc) listen in as students talk.
- Move into next lesson or next part of the lesson.

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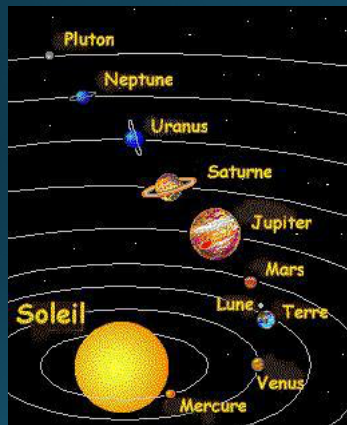


Sample Can Do:  
I can say where I live.



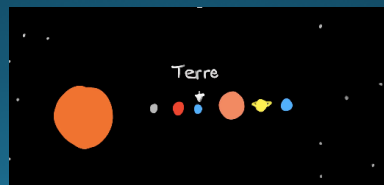
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## Les planètes du système solaire



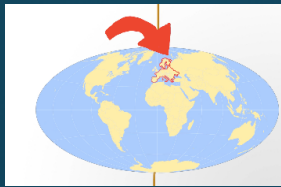
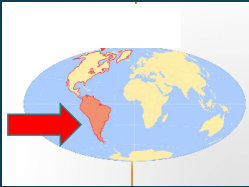
- Où tu habites?
- J'habite.....

la planète Terre.

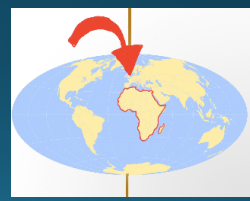
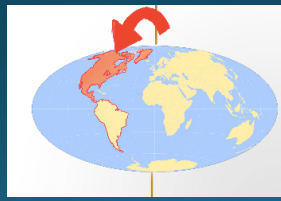
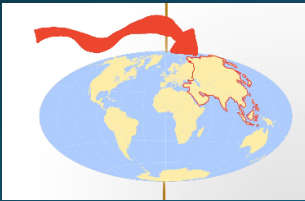


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Où tu habites....? Tu habites....?  
J'habite.....



- l'Amérique du Nord
- l'Amérique du Sud
- l'Europe
- l'Asie
- l'Afrique



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# IMAGINER



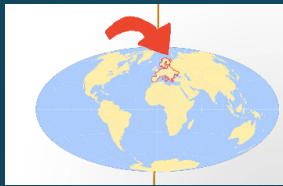
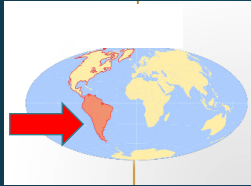
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<sup>1</sup>  
VILLAGE

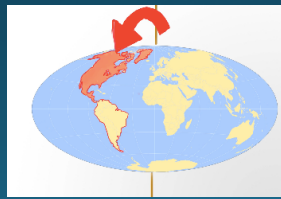
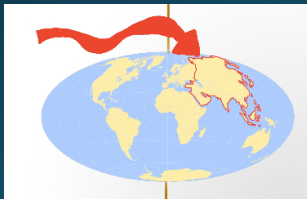
100 personnes

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## Combien de personnes sont d'origine....



- D'Amérique du Nord
- D'Amérique du Sud
- D'Europe
- D'Asie
- D'Afrique



5

8

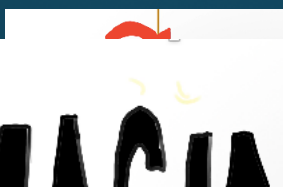
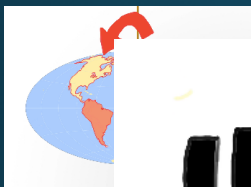
12

13

61

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## Combien de personnes sont d'origine de....? Il y en a (5).



- l'Amérique du Nord
- l'Amérique du Sud

# IMAGINER

5

8

12

13

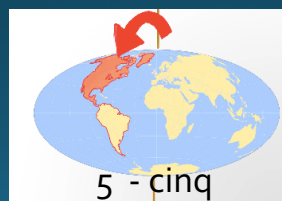
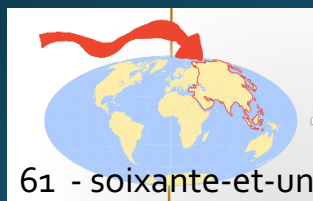
63

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Combien de personnes sont d'origine....?  
Il y en a (5).



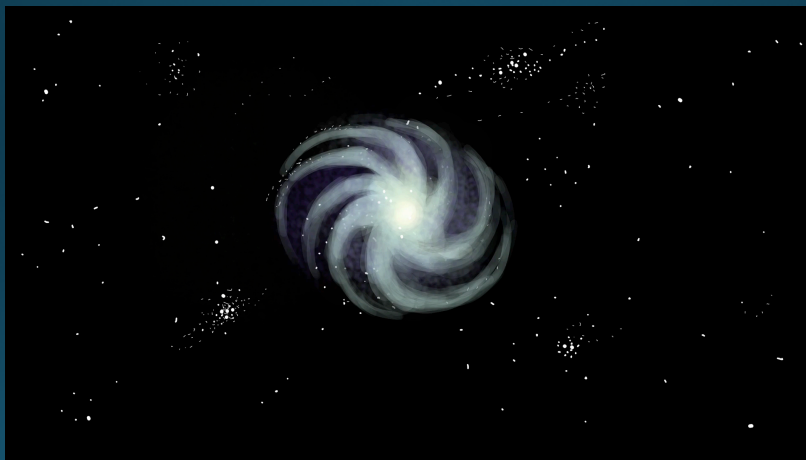
- l'Amérique du Nord
- l'Amérique du Sud
- l'Europe
- l'Asie
- l'Afrique



5      8      12      13      61

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Sample Can Do:  
I can say where I live.



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What did you understand and what made that aspect comprehensible?

What “story” might you create for a current topic?

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## Create Comprehensible LANGUAGE by:

- Paraphrasing (or saying it in an easier way).
- Slowing down the rate of delivery.
- Defining words by example, not translation.
- Using structures students are familiar with and build on them over time ('No talking over their heads').
- Using key words and phrases more than once (enter and re- enter new language elements).
- Use tone of voice to emphasize key parts on the message.

Smith and Donato, Startalk 2012

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## Create a CONTEXT for increasing comprehension by:

- Using gestures to make meanings clear
- Using visuals and props
- Making sure students have knowledge of the topic/objective of the lesson
- Providing a meaningful and purposeful context

Smith and Donato, Startalk 2012

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